Course Overview

Course Information
Section 0401 – Tuesdays & Thursdays, 2:30-3:45pm; Location: Jimenez Building Room 1122

Instructors
Marcus McRae
Programming and Advising Coordinator for Fraternity and Sorority Life
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301-314-7313
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Office Hours available upon request

Course Materials
The following will be the primary text for this course. The text will only be available through the University Book Center (not the Maryland Book Exchange on Route 1). All other required course materials/reading assignments will be available on the course Canvas site. There is a mandatory course fee for the class that will be billed directly to student accounts.


ISBN-10: 1118399471

Purpose, Scope and Goals of the Course
In today’s world, it is impossible to escape the topic of leadership. From government and non-profit organizations to sports teams and social groups, leadership is attributed to the biggest successes and the grandest failures. But what is leadership, who is a leader and how can you understand your own leadership capabilities?

This course will explore the concept of leadership grounded with theory, but with an emphasis on the personal meaning and definition of leadership for you. Since it is impossible for us to adequately cover the many different leadership models in one semester, the intent of this course is to provide you with a solid foundation from which to define yourself, your roles, and your responsibilities in your own lives and within your communities now and into the future.

This course will use a variety of experiential, hands-on activities to encourage you to interact with the material presented in class and in the readings. We hope this will allow you to truly understand the theories and help shape your identity as a leader. We also want you to understand the relationships between yourself and the people and communities around you; *how can you shape them and how do they shape you?*

Course Objectives
Course objectives are listed around knowledge, personal development, and group goals, with an eye towards the active practice of leadership theories. Through this course, students should be able to demonstrate an ability to select, critically evaluate, and apply the scholarship of leadership, should demonstrate an ability to collaborate in order to bring about a successful outcome (the essence of collaborative leadership), should recognize how the practice and application of leadership is affected by political, social, cultural, economic or ethical dimensions,
and should be able to effectively communicate the application of leadership theory through journals, group papers, presentations, and on-going class discussions.

Knowledge/Cognitive Learning Goals
- Explore leadership myths and realities
- Understand the multidisciplinary roots of leadership studies.
- Learn about the shift between industrial/post-industrial models
- Begin to value leadership as a process, not just position
- In-depth exposure to the relational leadership model, social change model, & components

Personal Development Learning Goals
- Gain knowledge about self
- Develop consciousness of self; self-efficacy; feelings of mattering; manage personal emotions; values clarification
- Apply self-knowledge
- Practice congruence; commitment; identify passions; discuss cultural differences and issues
- Learn to value ethical thought and action
- Develop critical thinking skills

Group/Organizational Learning Goals
- Learn to engage constructively with others
- Practice collaboration; controversy with civility/principled dissent; engage across difference
- Understand group roles, group dynamics, and group decision making

Course Policies

Atmosphere
Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members’ participation in class activities and discussion. Class members are expected to be open to learning the acceptance of alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership.

Class Expectations
- Students will come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.
- Class attendance is essential and expected. Unexcused absences will be factored into final grades. If you have more than two unexcused absences, you may lose up to ½ a letter grade (5%) for each one. Partial absences (late arrival, leaving early) will also be counted. Students are expected to notify the instructors prior to an absence.
- The classroom will be an authentic environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructors are expected to treat each member with respect.
- Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.
• Usage of electronic and multimedia devices (e.g., cell phones, iPods, and laptops) is not permitted during class time, unless permission was obtained from the instructors.

**Expectations for Instructor**

Students can expect their instructor will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students’ interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period and be willing listeners with regard to student concerns. Students are encouraged to make use of instructors in and outside class sessions to provide additional help or support.

**Attendance**

Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html. The information contained in this syllabus adheres to both these policies. Unexcused absences and absences from a portion of a class session (i.e., late arrivals or early departures) will be factored into your participation grade.

**Medically necessitated excused absence from a single class section**

For a medically necessitated absence from a single class session, students may submit a self-signed note to me (an email is acceptable). Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event. Any student who wishes to be excused for an absence from a single class session due to a medically necessitated absence shall:

- Make a reasonable attempt to inform the instructor of his/her illness prior to the class (if you know you are going to miss class, I expect an email or a text prior to class); and,
- Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness (the former email or text would suffice in this case). Each note must also contain an acknowledgment by the student that the information provided is true and correct.

**Non-consecutive medically necessitated absences from more than a single class session**

For this course, I will treat these in the same manner as absences from a single class session for a medically necessitated absence (see above), unless the number of absences exceeds two. At that point, I will treat the absences as a Prolonged Absence from Classes (see below).

**Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event**

- A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.
- Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event (noted with a MSGE in the course calendar) shall be required to provide written documentation of the illness from a health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

Excused absences will only be provided on a limited basis for illness (self or dependent) (see information above), religious observations (where the nature of the observance prevents the student from being present during the class period), participation in university activities at the request of university authorities (this often applies to scholarship athletes), or compelling circumstance beyond the student’s control. **Absences will only be excused when the student has made a reasonable attempt to inform the instructor prior to class, except in case of emergency.** Finding out why you missed after you’ve missed class will likely result in an unexcused absence.
For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time. Additionally, occasional in-class assessments may occur, sometimes without advance notice. These assessments will not be available for make-up due to an unexcused absence and are not considered Major Scheduled Grading Events.

Religious Observations
Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students’ requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student’s responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

Course Cancellations/Delays
Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

Academic Integrity
In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing, and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating; fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

The Honor Pledge is a statement all undergraduate students are asked to write by hand and sign on examinations, papers, or other academic assignments not specifically exempted by the instructor. Students will be asked to re-affirm the Pledge on all written assignments submitted for grades as well as on the midterm and final. UMD does not require that the pledge be written, but we ask that you do so. The Pledge reads:

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

sign your name

More information about academic integrity and the Honor Pledge is available online at www.shc.umd.edu

Students with Disabilities
Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff is available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

Students in Need of Assistance
The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. Learning Assistance Services (LAS) - offers services and programs on writing skills,
English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the Counseling Center or the Mental Health Service at the University Health Center for an appointment. The Counseling Center also offers on-line resources on a series of topics.

Learning Assistance Services (LAS)          Counseling Center
2201 Shoemaker Hall                      Shoemaker Hall
Email – LAS-CC@umd.edu                  Phone – 301-314-7651
Phone – 301-314-7693                     Website – www.counseling.umd.edu
Website – www.counseling.umd.edu/LAS

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - www.health.umd.edu/services/mentalhealth.html

Course Evaluations
While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are more formal ways we will engage in evaluation as a class. One of these is the university’s campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. We value this student feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate. More information regarding this system is available at www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

Minor in Leadership Studies
Students who have successfully completed EDCP217 are eligible to apply for the Minor in Leadership Studies. The EDCP Minor in Leadership Studies, open to students from all majors, promotes college student leadership development by educating undergraduate students for and about leadership in a complex world. The goal of the minor is to prepare students to serve effectively in formal and informal leadership roles in campus, local, national, and global contexts. Applications are accepted each semester at the beginning of October and March. Visit www.education.umd.edu/CHSE/academics/degree_programs/MinorLeadershipStudies.html for more information on course requirements, eligibility, and application procedures.

Grading Criteria
All assignments will be graded with the following criteria:  

**Content:** The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

**Introspection, Elaboration and Synthesis:** The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth and development in written work. Instructor will be looking for the student’s ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which the student “brings it
all together” and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.

**Format:** Please note that all papers should be typed in 12-point Times New Roman font with one-inch margins all around. All citations and references should use proper citation methods (usually APA, but you can use the format common in your academic discipline). Papers should meet the minimum required pages for the assignment – a three to five page paper means at least three full pages, not two and a half pages.

**Writing Quality:** Although this is not a writing course, the instructor’s expectation is that your written assignments will be done with care and demonstrate college-level writing ability. This means that your papers should include an introduction and conclusion, be written in complete sentences, use appropriate paragraphs and correct grammar, etc. While your assignments will be graded based on the content of your work, we can only grade that content if it is clear and coherent. Your grade will reflect whether poor writing style, incorrect grammar, spelling errors, and/or typos interfere with your ability to convey the message of your paper. If you need help with your writing, please let one of us know. You may also contact the Writing Center at 301-405-3785, or visit their web site at [http://www.english.umd.edu/writingcenter](http://www.english.umd.edu/writingcenter) Helpful writing tips can be found at [http://www.counseling.umd.edu/LAS/html/writing.html](http://www.counseling.umd.edu/LAS/html/writing.html)

**Citations:** Although much of the work you do for this class will be self-reflective in nature, at times you will find it necessary to consult our textbook, readings, or other outside sources of information in completing an assignment. When you do so, it is essential that you properly quote, paraphrase, and give credit to the material that you have consulted. Although APA style is preferred for citations, you may also use MLA or Chicago style if you are more comfortable with one of those styles. Regardless of what style you use, you MUST use a recognized style and you MUST properly cite any material used that is not your own. Failure to do so is considered a violation of the honor code and will be handled accordingly. If you need assistance with citing sources properly, please visit the Writing Center for help.

Class members are expected to seek approval for extensions of assignment deadlines prior to due dates. All assignments are due and will be collected via Canvas unless otherwise directed. Assignments turned in late will result in the loss of one full letter grade, plus an additional letter grade for each subsequent 24-hour period after the due date. (i.e., a paper turned in two hours after the due-date class period will be counted as late and one letter grade will be deducted). Students are welcome to turn in assignments late, with the understanding that penalties will accrue.

In addition to these graded assignments, you may also be given several non-graded assignments which will count towards your participation grade. These are provided to flesh out the material or to prepare you for a class discussion.

**Description of Assignments**

**Participation (50 Points) – Throughout Semester**

Much of the learning in this course takes place through engaging in the classroom experience, practicing leadership, and receiving direct and immediate feedback. Therefore, your attendance and full participation in class is expected at all times. You are expected to arrive on time, be prepared to regularly contribute to class discussions, and practice and demonstrate your growth in leadership skills. Participation will be based on the following:

- Class attendance (arriving on time and staying for entire class)
- Attention during class (no cell phone or laptop usage)
- Active engagement in class activities and discussions
• Preparedness for class (completion of assigned readings)
• Exhibit growth in leadership skills
• Demonstrate application of theory and models

Journals (100 points)
*Due dates listed on course calendar*
All students will be required to complete and return 4 journal entries over the course of the semester. The purpose of the journal entries is to give you an opportunity to reflect upon your learning in this class and develop your insights. It is important that your entries reflect thoughtful engagement with the course materials.

Topics and due dates for journal entries are listed on the syllabus. Journals should be at least 1-page in length. Journals will be graded based on whether or not you fully answer the question, how much thought went into your answer, and how well you applied personal experiences to readings and/or class discussions. You will NOT be graded on whether or not the instructor agrees with your thoughts/opinions. Each journal will be worth a total of 25 points.

Autobiography (50 points)
*Due: September 12*
Write a 4-6-page paper that is a reflective review of experiences that have shaped who you are as a person, and impacted your understanding of leadership. Include influences and factors that have shaped who you are as a leader, personal experiences you feel best tell your leadership story, and leadership traits and qualities you have developed over time.

Consider including:
• your leadership philosophy,
• your definition of leadership,
• examples of when and how you have led others (include leadership style)
• traits/qualities/characteristics you associate with good leadership,
• how your understanding of self-influences your approach to leadership,
• people who have influenced your beliefs regarding leadership; and lesson you have learned from each.

Greek Leader Interview & Paper (25 points)
*Due: October 1*
You will conduct an in-person interview with a member of a Greek organization (other than your own) who you perceive to be a leader. You will then write a reflection paper (2-3 pages, double-spaced) about what you learned and how it can be applied to your own leadership pursuits. Your paper must address the following questions:

• What qualities or traits make this person an effective leader?
• What are the values this leader uses to guide her/his leadership role(s)?
• How does this leader know if s/he has been successful or effective?
• How does this leader think s/he is perceived by others?

In addition, you should come up with your own questions for the interview. In the paper, please include the name, position (if applicable) and affiliation of the individual leader interviewed.

Challenge Course Demonstration and Reflection Paper (50 points)
For two class periods, we will spend our class time at the Outdoor Rec Center engaging in a series of hands-on activities. Some of these will be low-rope and some will be high-rope activities, providing a range of
opportunities to actively practice the leadership theories discussed in the text (particularly the Relational Leadership Model).

After completing the challenge course, you are responsible for using your textbook, class notes, and the questions below to develop a 4-5 page paper (double spaced, 11 point font) reflecting on how the challenge course experience connects with our classroom learning and how the practice of leadership in this setting has shaped your understanding of the concepts.

You are expected to connect your challenge course experience to classroom topics, which may include the topics listed below (practicing leadership, understanding yourself, communicating and listening, making group decisions, and the Relational Leadership Model). You do not need to describe the challenge course activities in depth, unless it is helpful in making a point. You are NOT expected to address each of the questions below; they only serve as a guide for your writing. You will be evaluated on the quality of your writing, arguments and use of class concepts.

**Practicing Leadership**
- Who assumed leadership roles during the activities? How/why did the individual or individuals come to assume these responsibilities?
- What behaviors would you describe as showing leadership?
- What were the difficulties of practicing leadership in this group? How might you have overcome the challenges?
- Did the leadership roles shift around or remain with the same person or people throughout activities? Why?
- In your opinion, did race, gender, or ability play a role in the assumption of leadership in any of these activities? How so?

**Understanding Yourself**
- What role did you play in the activities? Did you feel as if you contributed to the leadership effort? Why or why not?
- What did you learn about your own strengths and challenges in this experience? How will you work on these competencies and growth areas in the future?
- Did your values and beliefs shape your experience on the challenge course? How so?

**Communication & Listening**
- What interfered with the ability of one or more group members to listen to others?
- What elements may have prevented you from listening “well?”
- How did your group communicate when someone wanted something from someone else? (Did they ask, order, demand, say nothing and do it themselves, etc?) When you wanted something, what, if anything, prevented you from asking for what you wanted?
- How did the group share ideas related to the initiative at hand? How are communication, coordination, and true collaboration different?
- How did your group handle controversy or competing ideas? Was it an effective approach? Why or why not?

**Making Group Decisions**
- Were you satisfied with the way decisions were made? Explain your answer.
- How quickly did your group establish “roles” within the group? Were they adhered to for the duration of the activity?
- Was it important, or even a consideration, to reach consensus as a group?
- What did you like and not like about the way group decisions were made?

**Relational Leadership Model**
- Did/how did your group practice inclusive leadership?
- Did/how did your group practice empowering leadership? What types of power were present in your group?
- What role did ethics play in your group’s experience? Were they individual or group decisions to be unethical? If unethical actions occurred, did the group address them? Why or why not?
- Did your group ever achieve common purpose? Why or why not?
- How did your group balance planning to achieve a task with actively working on the task? Did you agree with the balance of process and outcome?

Service and Leadership Paper (50 points)

Due: November 19

Each student will be required to participate in a community service project of their choice with prior approval from the instructor. Based on your experience engaging in community service, you are expected to write a 3-4 page paper applying topics from the readings and class discussion to your experiences in service. Questions to help frame the paper are as follows:

WHAT? Why did you select this community service project? What happened while you were there? What did you observe (more than just superficial stuff)? What was the core issue being addressed? What were the results of the project? What was of particular notice? How did you feel about that? How does this experience tie into your Greek experience?

SO WHAT? What feelings or thoughts seem most strong? Why? How is your experience different from what you expected? What struck you about that? How was that significant? What impacts the way you view the situation/experience? What are some of the pressing needs/issues in the community? How does this project address those needs?

NOW WHAT? What seemed to be the root causes of the issue/problem addressed? What kinds of activities area currently taking place in the community related to this project? What contributes to the success of projects like this? What hinders success? What learning occurred for you in this experience? (please answer this question) How can you apply this learning? If you were in charge of the project, what would you do to improve it? If you could do the project again, what would you do differently?

Leadership Action Plan (75 points)

Due: December 5

Write a 5-7 page paper reflecting on what you learned during the semester about leadership, with a focus on using theory to enhance practice. Write your leadership action plan and include four sections:

- how you plan to apply certain leadership theories and concepts to make your practice better;
- your observations of various leadership and participant roles that you and your classmates played in your team and committee (styles, differences, team and group effectiveness; what worked, what didn’t, and why);
- your plans to use the Relational Leadership Model and/or Social Change Model; and
- your leadership development action plan (how you can apply what you have learned this semester) for the next two years.

Final Project: Socially-Responsible and Collaborative Leadership Group Paper and Project (100 points)

Due

Socially-Responsible and collaborative leaders motivate others to work towards a common goal for the greater good of society. These leaders possess a strong internal set of values, support others to achieve their personal best, and put the development of others before their own self-interests. The skill set of conducting an organizational analysis will be helpful to students as they look at the developmental possibilities of their own organizations (as demonstrated in the group formation and practice prompt assignments).

The emphasis of the project is both on process and desired outcomes (i.e., not just on what outcomes are achieved, but how the organization goes about achieving them). Your team will be like a leadership consulting group analyzing the organization in its current state through multiple information gathering methods, including interviews, attending meetings, observing interactions and decision making processes, etc.
Throughout all parts of the process, it will be imperative to use course materials and content, in particular the Relational Leadership Model and the Social Change Model, to make sense of the organization in its current state, what the vision of the organization could be with changes, and how to effect change within the organization. **Course content must be infused throughout!**

**Paper (40 points)**
In assigned teams of 4-5, students will prepare an 8-10 page paper…

a) identifying a **STUDENT** organization that exemplifies socially-responsible and collaborative leadership, and describing the organization in its current state (structure, mission, vision, purpose, officers, membership, activities, etc.).

b) how the organization displays effective leadership, incorporating elements of models, theories, skills, and other components of leadership as described in the course readings,

c) how the organization positively impacts the community or society at large,

d) identify next steps (based on leadership theory and course content) to help the organization move toward MORE socially-responsible and collaborative leadership processes.

**Presentation (30 points)**
Each team will be responsible for creating a 15-20 minute oral presentation. Each team member must have a speaking role in the presentation. There will also be 5-10 minutes for questions and feedback from the audience. In the presentation, students should demonstrate their understanding of leadership theories and their practical application. You should make the decisions as a team and use the presentation methods that will best allow your team to share the information you feel it is important for the class to know. Your presentation does not need to cover ALL the details of the project – pick and choose what is vital to share and make some critical decisions.

**Teammate Feedback (30 points)**
Additionally, members of the team will receive up to 10 points from team member evaluations of their effort on the project, which will be valuable as you continue to practice leadership. This peer-to-peer feedback and input is crucial as you continue to practice leadership. Each team member will receive a feedback form to complete for each other team member, which will be shared with both the student and the instructor. The form will include categories related to course content and the practice of leadership skills.

**Examples of Project in Practice**
It might be helpful here to provide some examples of how a project group can demonstrate that they are able to apply the organizational theories in practice. These are just snapshots – your work will be unique to your group.

- For a student organization focused on community service, your project identifies new communication strategies for the group to reach a broader audience.
- For a local business, your group offers suggestions for increased staff morale and a process for delineating confusing staff roles.
- For a cultural student organization, complete an assessment of executive board strengths using StrengthQuest and meet with group about activating these talents.

**There are multiple steps to this assignment.**
1. Select an organization
2. Develop a project plan
3. Interact with the organization’s function, structure, people, culture, etc. (Information-Gathering)
4. Identify what course materials apply to the organization (Theory-Picking)
5. Assess the organization’s leadership capacity (Analysis)
6. Develop recommendations for improving the organization’s leadership capacity (Recommendations)
7. Provide Updates to Instructor
8. Present the information in class
9. Provide group member feedback

Frequently Asked Questions about Final Project:

What organization should I pick?
This is up to your small group, but you should consider several things in making your choice:
• The group or organization MUST be a student organization.
• Will you have access to the information and organization’s members needed to gather our information?
• How willing is the group to give you the time to interview, attend meetings, etc.?
• How “rich” will the information gathered be? Is the group too small, new, etc., to give you a wealth of information to use?
• Are you choosing the group because it’s “easy”? (i.e., you have a contact) Challenge yourselves to find a group that can really make this a learning experience.
• You should not pick a group that one of your team members is associated with or a member of, nor has a close friend who is part of the group.

How can we approach a group to ask them to participate?
There are several things you can do to “sell” your project to get an organization to say YES!
• Let them know that the information gathered will only be shared in class and will be kept confidential.
• You will share the information you collected with the organization.
• Start NOW! The longer you wait, the harder it will be to find an office/organization, especially if your first couple options turn you down. Don’t be left scrambling at the end!
• Come up with a one-page prospectus to give the office that outlines what you will be doing and what you will be asking of them. This will require your group to make a plan ahead of time.
• Schedule a meeting with the “decision-maker” in the group – the person who can provide access. Don’t try to make ALL the arrangements over the phone or via email.

What do you mean by “multiple information-gathering methods”?
You cannot do this project just by looking at a website and talking to the “head” of the organization. You should collect data from multiple sources, including, but not limited to: (i.e., think creatively to expand this list)
• Interviews
• Vision & Mission Statements
• Annual Reports & Budgets
• Personal Observations
• Annual Goals
• Events and Meetings
• Office or space use – what does the atmosphere tell you?
• Position roles and calendars – what is time spent doing?
• Instruments to survey the group
• Organizational Charts

What are the expectations for how this project needs to be completed?
You will work through the multiple steps of this final project via checkpoints throughout the semester. At each checkpoint, you will submit a portion of the project for review. These submissions are regular class assignments embedded in this larger project. Only one submission is due per group unless otherwise indicated.

1. Select an organization - Due September 24
2. **Develop a project plan - Due October 3**

Once you selected an organization, you and your group will meet to devise a plan for addressing this final project. You will create a timeline of the ways you and your group will interact with the organization. You will also describe what preliminary course materials (i.e., readings and other content) you and your group will use in the analysis of the selected organization. This project plan communicates the what, when, and how you and your group will complete this final project throughout the semester.

The plan is expected to be a 1-2 page write-up. It is recommended that you and your group use the development of a project plan as an opportunity to draft a project prospectus that can be shared with the organization.

3. **Interact with the organization’s function, structure, people, culture, etc. (Information-Gathering)**

When you initiate contact with the organization, you will share with them who you are and in what context you want to engage with their organization. You and your group will want to share with them a version of your plan for the semester (if not the actual project prospectus) you created in step #2 for analyzing the leadership capacity of an organization. You will want to emphasize that at the end of your information-gathering activities you will share with the organization feedback and recommendations on how the organization can enhance or improve their leadership capacity and function. It is important that you communicate to the organization that the project is for a class assignment and you are not trained consultants. Although you have an assignment to complete, the priority goes to the organization’s needs. You and members of your group cannot interfere with the functions and services of the organization. Remember, this is a learning exercise and the organization exists external to you and your group members’ learning. So, it is a privilege that an organization is willing to engage with you and your group throughout the course of the semester. Be sure that you are able to sufficiently interact, engage, and research the organization enough to provide appropriate feedback and recommendations at the end of the semester.

4. **Identify what course materials apply to the organization (Theory-Picking)**

5. **Develop recommendations for improving the organization’s leadership capacity (Recommendations)**

6. **Updates – Due Oct. 22 and Nov. 7**

As you work through the steps above, you will have to provide updates at two points during the semester to demonstrate progress on the final project. Each update should be a 2 page summary of the interaction and engagement your group is having with the organization. This summary can include frequencies, types, and other methods of engaging and interacting with the organization by all members of your group. It may also include the models, theories, and other course content materials you will use in assessing the leadership capacity and function of the organization.

7. **Present the information in class and turn in paper - Due during presentation dates**

8. **Provide group member feedback - Due last day of class**

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**Grading Summary**

<table>
<thead>
<tr>
<th>POINT DISTRIBUTION</th>
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<tr>
<td>Participation/Class Attendance</td>
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<td>Journals</td>
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<tr>
<td>Autobiography</td>
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<td>Interview of a Greek leader</td>
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<td>Final Project</td>
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Challenge Course Reflection Paper  50 points
Service & Leadership Paper  50 points
Leadership Action Plan  75 points
**TOTAL**  **500 points**

### POINT DISTRIBUTION

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### Course Calendar

*Note – “EL3” refers to the text, Exploring Leadership (3rd edition)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Assignment Due</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>Sept. 3</td>
<td>Introduction/Syllabus</td>
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<tr>
<td>Sept. 5</td>
<td>Leadership Overview</td>
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<td>Generations of Leadership Theories</td>
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<td>Social Change Model</td>
<td>Final Project: Select an Organization</td>
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<td>Sept. 26</td>
<td>Strengths, self-awareness &amp; values (VIA Character Strengths Assessment)</td>
<td>StrengthsQuest and VIA Character Strengths Due</td>
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<td>Greek Leader Interview Due</td>
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<td>Understanding and Renewing</td>
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<td>Being in Communities</td>
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<td>Creating Change</td>
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<td>Nov. 14</td>
<td>Identifying YOUR critical issues</td>
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Reading assignments are due on the date listed, and are subject to change. *Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.*

**Department of Counseling, Higher Education, and Special Education**  
**College of Education**  
*This course has been developed through the collaboration and partnership of the Department of Counseling, Higher Education, and Special Education within the College of Education and The Adele H. Stamp Student Union-Center for Campus Life.*